**K-5 Math Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | | **Grade: 1st grade** | | | **Date(s)**: Day 7 (Thurs 9/6) |
| **Unit Title: Counting to 120** | | | | **Corresponding Unit Task: Performance Task 1** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I count to 120, starting at any number less than 120? * How can I show an amount of objects with a written number? * How can I bundle ten ones to make one ten? * How can I make a number greater than ten using tens and ones? * How can I understand that two-digit numbers are made of tens and ones? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Projector * Vocab cards * 100’s board puzzles * Shipping labels * Task One rubric * Teacher recording log for counting to 120. | | **Student:**   * 120’s chart/counters * dice * Vertical and horizontal number lines * Bags of peppermints * Record log for Task 1 | | | counting on  tens  ones  bundle  one-digit number  two-digit number  left-overs  singles  group  digit  \*\*Subitizing - the ability to recognize dot arrangements in different patterns. | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** [1.NBT.1](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.1.doc)  *Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**   * I can read numbers up to 120 * I can write numbers up to 120 * I count to 120, starting at any number less than 120 * I can show an amount of objects with a written number * I can bundle ten ones to make one ten * I can make a number greater than ten using tens and ones * I can understand that two-digit numbers are made of tens and ones | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Demonstrate kid pix on projector. Show students how to use stamps to make bundles of ten.  Review vocab cards | | | | | |
| **Performance Task 1**  The teacher will prepare “bags” of peppermint candies for students to choose from and count contents to complete this task. The bags should include varied amounts of candies from 10-100 (Multiples of tens only). Logos of the Piedmont Candy Company are provided if you want the bags to come from a cardboard “shipping” box. If your budget affords, real candies can be used. Number each bag preparing a few more bags than you have students. Allow each student to count the peppermints and model the number using the tens frame on the recording sheet. Allow for students to exchange bags from the box to complete the counting of three bags. The students will then count to 100 starting with the total of the last bag they counted (for example –if they had 30 candies in bag three, the student would begin counting at 30 to 100). Teachers will approve the order for the Food Lion Shipment. If you have students ready to count to 120, an alternate recording sheet is provided. | | | | | |
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| **Independent Practice: Center activities: (Rotate to 2 centers)**  1. Teacher – performance Task 1  2. 100’s board puzzle center  3. Cover the 100’s board partner board  4. Computer center - Kidpix | | | | | |
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| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students use numbers larger than 120 (220, 320, etc.) * Use 100s cube to count out larger numbers. * Ask, “How many more would you need to make 240, 235, etc.?” | | | * Use a smaller number as the target. * Student can complete one or two rows. * Have students make groups of tens by circling objects. * Use other types of manipulatives like base-ten blocks or Unifix cubes. | | | * Pre-teach vocabulary: ***bundle*** * Model the task multiple times. * Break the task down into individual components. Give directions for the first task then give the directions and model the activity for the second part. * Say the first few numbers for the student to get them started. |
| **Assessment(s):** Performance Task Rubric | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  Who had trouble with numbers?  Who seems to have mastered numbers already? | | | | | | |